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## Colleges close as protesters take to streets



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Picture by Nick Linford

### NUS' Toni Pearce



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## Criticism over competition

**FE Week Exclusive**

Nick Reinis

@fenickr

### Skills Funding Agency could take funding away from providers who try to poach employers

Providers could miss out on vital apprenticeship funding if they are found to be poaching employers.

The hard-line has been taken by the Skills Funding Agency (SFA) in the wake of a number of complaints from providers, who have already set up agreements with employers, in recent months.

Although the number of complaints has not been revealed, the National Apprenticeship Service (NAS) say the figure is on the rise.

The SFA, in Update 84, said: "We have recently received complaints from some providers that employers, for whom they have an agreement with to deliver training, have been approached by other training organisations in an attempt to persuade the employer to transfer its delivery to them.

"Where it appears that this has occurred we reserve the right not to fund the delivery."

A spokesperson for the NAS added: "The NAS has been made aware of a

rise in employer poaching incidents over the last few months.

"We regularly remind providers that this is not an acceptable practice and we are committed to reviewing any incidents that they are made aware of."

Chris Lang, vice principal finance and resources at Cambridge Regional College, described to FE Week two different methods of poaching that his institute had experienced.

The first involves providers who are aware of an agreement, but they approach the business regardless, with offers of free training.

Often, he said, this can come from a college promoting its own success story.

New providers then phone the business, which in turn call the original provider and say they have been offered free training.

While some businesses will call the college to ask for a discount, others will simply call to say they have changed providers.

Mr Lang said: "You can't even go out and promote your own success.

"It's like ambulance chasing.

He added: "We've been charging fees for about four years.

"They range in price and we publish them, so other colleges and providers must know what our fees are. We are under constant pressure to have a no fee policy to market ourselves competitively."

The second has seen providers contacting employers without the knowledge that they have an agreement in place.

It is something which Mr Lang says has been occurring for "three to four" years, but it has so far gone without reproach.

He added: "One view is they're not meeting their contract so they go out and offer low or no fee because they are desperate to meet it.

"We mail shot people but we don't say we are doing it free and undercut people. If they say they work with somebody, we log it and won't call

them again. If they want to change, they can contact us.

"I don't have a problem with free market and businesses are free to choose. But they aren't choosing on a level playing field."

Teresa Frith, the senior skills policy manager at the Association of Colleges, said competition should be on quality and not price.

She said: "I would hope that it's really about the quality of the provision and not the price of the provision.

"What I don't want to see is the learner disadvantaged."

She also said businesses being approached should consider what they are getting. "Are they getting like for like? Are they getting less?" she said.

Meanwhile, the Association of Employment and Learning Providers (AELP) has stressed its support for the action.

Graham Hoyle, AELP chief executive, said: "We support the approach that the SFA is taking."





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# BIS respond to their FE and skills consultation

**Nick Reinis**  
*@fenickr*

They have been in the pipeline for several months, but last week the government confirmed a raft of new further education (FE) reforms.

Key policies including the introduction of FE loans for the over 24s from 2013 and more freedoms for colleges have been announced following the release of the sector-wide consultation on FE reforms; New Challenges, New Chances.

The report, issued by the Department for Business, Innovation and Skills (BIS), highlights the overall FE and skills investment in 2012-13 will be £3.8 billion.

Of this, say BIS, £3.6 billion will be routed through the Skills Funding Agency (SFA), before falling to £3.4 billion by 2013-14 and £3.3 billion by 2014-15.

It will be supplemented by £129 million and £398 million respectively provided through FE loans for adult learners aged 24 and over on Level 3 or higher courses.

Other measures see businesses "helping to develop courses that best meet their needs for growth", while the sector will also be actively supported by promoting excellence in teaching and developing a package of education products aimed at global opportunities.

Business Secretary Vince Cable said: "Further education plays a critical role in extending opportunity, forging social cohesion and fostering enterprise.

"But we need to place more trust in the sector's ability to understand and meet local communities skills needs.

"By giving more freedom to colleges to set courses based on local skills needs, and increasing businesses' role in designing qualifications, we will empower students, colleges

and employers to drive economic recovery."

Colleges will, as expected and as set out in the recently approved Education Bill 2011, be given greater freedoms from central government control, allowing them to set courses based on local employer needs.

This includes streamlining, reducing bureaucracy and removing regulation - such as removing central government targets, bringing together various funding streams and giving colleges greater financial freedom over borrowing and investment.

Students will also be "empowered" to make informed choices, by pulling together comparative data on training providers and the launch of the new National Careers Service in April 2012, which has previously come under criticism from campaigners, who say it does not provide enough face-to-face guidance for youngsters.

At the same time, BIS say they will take swift action to "failing provision", providing intensive support and, if necessary, intervening to ensure "alternative and innovative delivery approaches are secured" for the future.

Skills minister John Hayes added: "These measures will place students at the heart of the FE system, free colleges to meet local skills needs and give the sector the financial certainty it has so long desired.

"By giving students the power to make informed choices over which course is best for them and ensuring funds are prioritised, towards those most in need, we will build the skilled workforce businesses need to thrive and communities need to prosper."

The Skills for Life survey headline findings also published by BIS highlighted one in ten adults - aged 16 to 65 - lack basics in both numeracy and literacy skills.

To address this, English and maths training will be boosted, including apprenticeships providers to offer training to GCSE standard.

## FE Week news in brief £475k fraud

A college was conned out of nearly half-a-million pounds of taxpayers' cash.

Castle College, which has sites in Maid Marian Way, Nottingham, and in Beeston, paid a training company £475,391 in the belief that people had taken training courses, the Nottingham Post reports.

The college organises courses for people who are employed but want to get extra training, using government funding. But it was billed for courses that people had not taken.

The college merged with South Nottingham College earlier this year.

Read more at [www.feweek.co.uk](http://www.feweek.co.uk)

## MCL remains £500k

The Department for Business Innovation and Skills (BIS) have confirmed that the Minimum Contract Level (MCL) threshold of £500k "and the current exemption categories will be maintained for the 2012/13 academic year".

The announcement was made in the BIS Investment Statement for 2011-14, which was published on December 1.

For investment figures and the co-funding categories in 2012/13 and 2013/14 see *FE Week* gets technical on pages 8 and 9.

## FE Week correction

*FE Week* would like to make a correction in regards to the story 'Unspent millions quietly offered for 19-24 NEETS' published last week.

The Skills Funding Agency (SFA) has brought to our attention that colleges who "believe they could deliver more provision for this group in 2011/12" could also be eligible for additional NEET funding, as detailed in Update 81.

*FE Week* was led to believe that "only colleges that met or exceeded their 210/11 adult funding allocation have been offered these additional funds," but this is not the case.

# Sale continues as jobs are cut at LSN

**Nick Reinis**  
*@fenickr*

A charity forced into administration by a crippling pension liability and decreasing income has been forced to cut jobs.

Global financial experts PricewaterhouseCoopers (PwC) have revealed to *FE Week* that 23 jobs have been lost from Learning and Skills Network (LSN).

Ian Oakley-Smith, David Hurst and Karen Dukes, of PwC, were last month appointed as the joint administrators of LSN, which provides educational expertise for businesses and agencies in the public and private sector across the UK and abroad.

Although it was business as usual for LSN's staff, the axe has since fallen on 23 jobs, all of which were based at LSN's head office in Holborn, London.

Prior to the losses, LSN employed 117 staff over five locations - with 48 in London. A further 14 work at offices in Oxford, 16 in Olney, 26

in Cambridge and 13 in Belfast.

A statement read: "PwC can confirm having reviewed the ongoing requirements of the business, regrettably there have been 23 job losses.

"A skeleton staff is being retained in Holborn to help the administrators with queries from interested parties and as support for the rest of the business.

"The administrators are working closely with employees affected by this decision to ensure they receive the support they need during this difficult time to assist with their claims for redundancy and other compensatory payments.

"All other staff remaining at LSN have been briefed with the administrators working closely with them over the coming weeks as the business continues to operate as normal."

The charity's demise has been partly placed on their turnover of around £13 million for the 2010/11 financial year - which is a substantially smaller figure compared to the £27.5 million during the previous tax year and £42.6 million in 2008/09.

Also, while PwC say LSN have been experiencing "no debt", the charity has a "contingent pension liability" of around £8 million, which also added to its downfall.

In other words, if every member of staff retired and drew on their pension, LSN would be left with a multi-million pound deficit.

It is for those reasons that PwC say the board of trustees at LSN came to the difficult realisation that they could not carry on any further.

However, the process of selling off the different "business streams" of LSN is continuing.

LSN is made up of separate businesses: Technology for Learning, National Extension College (NEC), Education, Skills and Research, Development Services, Learning and Skills Development Agency (Northern Ireland) and Learning and Skills Network.

A PwC statement added: "The administrators have received a number of enquiries from interested parties and are working hard with these parties to help them assess the financial position of the business streams they are interested in so that final offers can be received."



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# VAT exemption for shared services

**Nick Summers**

**@SummersNicholas**

The government has announced plans to make colleges and charities exempt from paying VAT when they share services.

It has been heralded as “unusual good news” for colleges and could lead to innovative savings through cross-college - or even cross-sector - partnerships.

In the Autumn Statement, which was published by the Treasury last week, it states: “Following consultation after Budget 2011, the Government will introduce a VAT exemption for services shared between VAT exempt bodies, including charities and universities.”

The Association of Colleges (AoC) say they “welcome the fact that action is being taken” in response to the consultation, which was held by HM Revenue & Customs (HMRC) in June.

“Among the tax changes scheduled for 2012 is a plan to change the way in which VAT is

levied on universities, colleges and charities when they share services,” the AoC response to the paper states.

“Our experience in supporting shared service projects in colleges suggests that there will be long-term savings to match the loss of VAT income which results from these plans.”

Colleges are exempt from paying VAT when they deliver education and training.

However, they currently pay tax on some supplies and likewise have to charge students VAT for products which are tax eligible, such as the sales of coffee, and food to non-students.

Bob Deed, a financial director and consultant, said: “The VAT exception for shared services is unusual good news for colleges. It removes an obstacle to joint working.

“However, the devil will be in the detailed requirements of the Revenue and Custom.

“Moreover, many college managers are wary of sharing anything with anybody in an increasingly competitive environment.”

Mr Deed added: “The Policy Costings issued alongside the Autumn Statement recognise

that the probable take-up is uncertain and likely to be low for both colleges and charities.

“Nevertheless, the VAT exception may allow some brave colleges to innovate and generate some savings by working with other colleges or even organisations outside the sector such as charities, higher education institutions and local authorities.”

Colleges currently pay an estimated £210 million in irrecoverable VAT each year.

An AoC spokesperson said: “Colleges are able to reclaim some of the VAT which they pay to the extent that they have non-exempt business activity, but this is not normally more than five per cent or so.

“Some agricultural colleges have a high proportion of VAT-able business and might claim more like 20 per cent of their lost VAT.”

The HM Revenue & Customs consultation, titled ‘VAT: Cost Sharing Exemption’, said that by removing a VAT charge colleges would benefit from efficiency savings.

The report states: “It is designed for use by businesses and organisations unable to

recover all of the VAT they incur on their purchases, such as charities, universities and further education colleges.”

It later adds that to be compliant with European legislation, colleges would need to become members of an independent ‘cost sharing group (CSG)’, which would be put in charge of supplying VAT exempt services.

The AoC said in response to the consultation that the exemption could provide the sector with annual savings of between £15 and £30 million.

“We would expect that many colleges would consider forming or joining a CSG; more than 100 colleges (from a total of 347) are already involved in Shared Services Projects,” the response states.

“Colleges inform us that they would consider transferring the following into a CSG: payroll; IT maintenance; data storage; finance functions; management information and systems; health and safety advice and guidance; procurement; facilities management and catering.”

## Vince Cable announces 19,000 new higher apprenticeships

**Nick Summers**

**@SummersNicholas**

More than half a dozen further education (FE) colleges will benefit from government funding for 19,000 new higher apprenticeships.

The successful bids, unveiled by Business Secretary Vince Cable in Cornwall last week, will be funded by £18.7 million of the Higher Apprenticeship Fund (HAF), worth £25 million in total.

They will be in sectors such as advanced engineering, construction and financial services.

Business Secretary Vince Cable said: “Investing in skills is central to our drive to boost business and productivity and make the UK more competitive.

“By radically expanding the number of degree level apprenticeships for young people, we will put practical learning on a level footing with academic study.

“This is an essential step that will help rebalance our economy and build a society in which opportunity and reward are fairly and productively distributed.”

The government will invest £17 million in nineteen partnerships between training providers and employers, as well as an additional £1.7 million being invested into two new “Trailblazer” projects in industries such as science, manufacturing and engineering.

Among the successful bidders were eight FE institutions; City of Bristol College, Babington Business College, Chesterfield College, Hull College, Leeds College of Building, Newcastle College Group, North West Kent College and the Peter Jones Academy for Enterprise.

City of Bristol College will be delivering 600 higher apprenticeships from level 4, equivalent to the first year of a degree course, up to level 6, equivalent to a full honours degree, in

partnership with local firms such as Airbus and Bristol Media.

Leeds College of Building will be offering 500 new apprenticeships centred around the sustainable built environment at level 5.

Derek Whitehead, Deputy Principal at Leeds College of Building, said: “The College is honoured to be approved as a lead partner on this exciting Higher Apprenticeship initiative.

“It will help support both employers and learners within the construction industry to access work based learning at a higher level and will be a viable alternative to full-time university study.

“Partners and employers nationally are extremely supportive of this project.”

The Peter Jones Academy for Enterprise will be creating 1,020 level 5 apprenticeships, enabling learners at level 3 to enter senior business development roles at employers such as Orange, T-Mobile and Jaguar Land Rover.

Newcastle College Group (NCG) will be developing 120 high level apprenticeships in energy engineering with specialist companies such as Bell Valves and Shepherd Offshore.

Skills Minister John Hayes said: “By reviving apprenticeships the Government has started to build a world class skills system to rival our country’s great reputation for academic excellence.

“We’ve driven up quality across the board, more than doubled the number of new advanced apprenticeships, created new routes into higher levels of practical learning and given employers more control of how the training budget is spent.

“We’re now targeting resources even more closely on the skills, firms and sectors that will lead economic recovery.”

A second round of bids will be opened in early 2012 and focus on further areas needed to support economic growth.

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*FE Week profile*

# Toni Pearce ~ her story



**Janet Murray**

@jan\_murray

## The NUS Vice President for Further Education talks to *FE Week*

The last time I interviewed Toni Pearce, she was visibly nervous. As the incoming NUS vice president (FE), it was her first official press interview and it was clear she was both exhilarated and worried about the year ahead.

Having led the NUS campaign to save the Education Maintenance Allowance, which resulted in a partial u-turn from the government, the outgoing vice president, Shane Chowen, would be a hard act to follow, she said.

Also daunting was the prospect of public speaking, which she confessed she didn't really enjoy. And having spent two years as union president at Cornwall College, where she sat on various boards and committees (including the governing body), she knew some people might need convincing that she was more than just a glorified head girl.

But when she published her first blog as

president, last May, there was little doubt that Pearce meant business. In it, she claimed that since being elected as vice-president, she had had to deal with "dozens" of cases of sexual harassment, where union officers and students had approached her, expecting her to have sex with them because they had elected her. She wanted to make clear that NUS had a "zero tolerance" approach to sexual harassment. It was a bold move, but one that seems to have paid off. Six months on, Pearce says the harassment issues have calmed down. She has also realised that she is "not as bad at public speaking as she thought she was" and has coped well, even when she spent three weeks as acting president after Liam Burns took leave for personal reasons.

"I think people have realised that I'm not just here to make up the numbers," she says. "I'm definitely here because it's what I am passionate about and it's what I want to do...and I'm not going to take any of that quietly."

It's hard to imagine Pearce taking anything quietly and, as ever, she is keen to point out that she is "not afraid of speaking her mind", a quality that has earned her the reputation of being a bit fierce. In fact, she is reputed to be so feisty, someone has set up a Twitter account to lampoon her. Toni\_Fierce boasts of getting legless on cider and picking fights with people in the street, which Pearce mostly takes in good

humour. At times some of the posts have been a bit close to the bone, (including one, when she was still Cornwall SU president, about getting drunk with the principal's sons) but Pearce accepts it comes with the territory.

One of the biggest challenges has been moving away from her home in Cornwall for the first time. While she loves living in London, having been a "big fish in small pond" at Cornwall College, becoming part of something "that's much bigger" has taken some getting used to.

And juggling the competing demands of the job has also been difficult at times. "What I've found is that things come up and they're all equally important so it's about prioritising... whether to campaign on student governors, international students, enrichment, funding cuts or adult students or whatever. In reality, you can't really prioritise and you have to just sort of do your best for everybody."

But saying yes all the time can be tiring. Most weeks are spent travelling up and down the country (Virgin trains are getting good business out of her, Pearce jokes) attending meetings, conferences, and visiting colleges. It is certainly not a 9 to 5 job, and she admits she never really feels as if she's off duty. "I guess at 2am you're still vice-president. It doesn't matter that it's not office hours and I don't think that excuse would wash with our membership. I mean, people don't stop being students at 2am, so I shouldn't really stop being their representative."

Thankfully, when she gets a call out of normal office hours, invariably it is something nice, like an invite to a campaign launch or a radio appearance. But Pearce does admit that she finds networking "difficult at times." And although she is rarely "star struck" (the former Lewisham College principal and LSIS chief Dame Ruth Silver being one notable exception), attending award ceremonies and events with "important people" and having one-to-one meetings and phone calls with ministers has taken her out of her "comfort zone" more than anything in the job.

Pearce says she has also found people management hard at times and admits she is still learning to think before she speaks. "I guess that people generally understand when I am being sarcastic or when I am making a joke, but maybe that's not always the case. And I can be quite challenging and confrontational if someone says something I don't agree with...which I guess is not always the best way of dealing with a situation."

But she has many achievements to be proud of - not least her successful campaign to stop the government removing the requirement for every college to have at least student governors. She is also proud of helping to educate the student movement that further education is much more than "16-18 students doing A-levels."

But there is still work to do on that front and the education minister Michael Gove, who she claims "doesn't even seem to know FE exists in the NUS" is top of her hit list. "One thing I have noticed since I started doing the job is that 16-19 year olds who are in further education colleges are really glossed over by the government in that they tend to focus on apprenticeships,

apprenticeships, apprenticeships and some higher education. The Department for Education generally focuses on schools and sixth forms, so anyone who is 16-19 and studies in a college gets missed out quite a lot by the government."

But she has nothing but praise for the skills minister John Hayes, who she says has "a lot of time" for the NUS and students generally. "He is really keen on students being involved in the design and delivery of further education. I think he is really positive and quite refreshing particularly from this government," she says. "It's good to be able to chat to him about student governors and explain to him how we feel, whereas we get the complete opposite from Mr Gove."

Pearce says, with mock outrage, that Andy Burnham moving over to health really "trashed her" (the running joke amongst her NUS colleagues is that she has a big crush on the former shadow education minister) and the jury is still out on his replacement, Stephen Twigg.

While it is early days, "he has definitely picked up the portfolio of education minister in the same way that Michael Gove sees it, as about schools and maybe 16-18 and not necessarily more broadly speaking," she says.

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**"Union officers and students had approached her, expecting her to have sex with them because they had elected her"**

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And while she is pleased about his announcement, at last month's Association of College's conference, of a commitment to reinstate face-to-face careers advice in colleges and schools, it is "really disappointing" that he hasn't made a similar commitment on the EMA. "I think a lot of people walk into education, and particularly further education, thinking that it is fairly simple - and they couldn't be more wrong."

Pearce, who is now 21, says she has been thinking about her plans for next year, but won't make any final decisions until after Christmas about whether she will stand for vice president (FE) - or indeed any other post - next year. And she is still no clearer about her long-term career plans than she was a year ago, when she had applied to "five different universities to do five different degrees" (ranging from politics to neuroscience). While she says the idea of becoming an MP "is not an attractive prospect," she would love an education job in policy or campaigning.

Her proudest moment as vice president (FE) was returning to Cornwall College recently to give a speech at a graduation ceremony for degree students. "To go back and speak to them...as someone who doesn't have a degree and hasn't graduated, who is still able to get up there and give a speech to people who I have grown up with. It was a real privilege."



## FE Week Expert

## Who knows where the secrets are buried?



History. Everyone and everywhere has one. We all do. We like telling stories. In fact we define our lives through stories. We are surrounded by them: anecdotes, jokes, newspapers, soaps, films, books. That's how we understand things. And FE colleges have their history in spades.

I have been knocking around the sector for

about 30 years now and every time I go into a college and talk to anyone I get the "history". I know it's coming, I just brace myself. "So," I ask innocently, "why do you do this?"

"Ah well," they say, "the so and so decided this was a good idea [we go back to 1972 or summat] and then so and so did this, and someone else did that. Before you know it you have an accretion of bonkers stuff and you are looking at a system that no one in their right mind would ever invent unless they wanted to be carted off to Broadmoor. You know, like FE funding systems.

I once worked in a college where the enrolment system was so convoluted that huge queues built up. It was like Soviet Russia. To entertain the queues they played them re runs on video of black and white episodes of *The Lone Ranger*.

Following the music, I stumbled into a whole roomful of stunned looking people transfixed by the William Tell Overture and chaps on horses. All they wanted to do was to get onto an AAT course.

Perhaps they regarded this as part of the process, like some sort of endurance test. I once tried enrolling on an FE course myself. It was

surreal! But that's another story.

I learnt something quite early on. The caretakers know everything. They are often first in in the morning and last out at night. They observe and they gossip and they judge, but no one ever asks them what they see or know.

If you want to know what goes on in a college you ask the caretakers. Or the receptionists. It's call tacit knowledge (<http://www.knowledgeboard.com/download/3512/Tacit-vs-Explicit.pdf>), and it's underestimated.

For all their E&D policies and "open door management" guff most FE colleges are more hierarchical than the Catholic Church.

If it's any consolation, universities are worse. I once did a job for a college in, um, the South East. The Principal was troubled, as so many are when you get them behind closed doors, and spent a long time fretting about the state of the place.

Making the front page of the Daily Mirror the previous day hadn't helped his equilibrium either, especially that picture of him with Fergie. On skis. He gave me a free rein to go anywhere and talk to anyone.

I quickly sought out the head caretaker and bought him a cup of tea. He was, of course, dead suspicious. It was either my charm or the jam doughnut which did the trick. He then told me exactly what the Principal had told me and quite a lot more besides (great stuff if you like gossip) and concluded by saying, "Of course, the Principal knows none of this."

Well not the sexier stuff anyway, some of which was eye opening and, frankly, quite tricky when you have a formal meeting with the culprits the next day and have to keep a straight face about what you know about the car park, the Christmas party and the stationery cupboard.

This tacit knowledge is a powerful thing. So much of the money spent on surveys and research exercises and complaints procedures and whatnot could be saved if people just got the receptionists and caretakers in for a monthly chat to find out what was really going on and what the students were happy or griping about.

Try it. You could learn a lot about your own college.

*Nick Warren is an FE marketing consultant for Policy Consortium*



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*FE Week Expert*

# Continuous Professional Development that works



You may think that continuing professional development (CPD) is the bane of many teachers' lives, and you may even have overheard it being described as one of the most boring things on earth. My recent involvement in a range of focus groups across the country tells a different story.

Staying up to date is essential in every profession – law, medicine, plumbing, engineering, catering, accountancy, healthcare, to name a few, and teaching is no different.

Like other professionals, teachers and trainers in further education and skills need to keep a record of their CPD and declare the number of hours spent every year and the type of development undertaken to their employer and to their professional body, the Institute for Learning (IfL).

Each year, as part of the monitoring process, IfL carries out a random in-depth sample to identify effective practice in CPD and prepares a 'state of the nation' report to share with its members and the sector, to help inform plans and priorities for CPD.

The 2011/12 CPD review will be our third, and this year we decided to organise 18 regional focus groups, two in each of the nine regions in England.

The participants were randomly selected from IfL's database of members and invited to attend. To complement this, we arranged a series of local focus groups, hosted by more than 40 IfL CPD reviewers in the organisations

where they work.

Together, these regional and local focus groups gave us a useful insight into members' CPD this year. Hundreds of teachers and trainers analysed and shared with IfL their enthusiasm for CPD that inspires them and leads improvement, for the benefit of their learners.

As expected, the CPD undertaken by individuals over the year varied widely, reflecting the diverse nature of our sector; the vast number of subject areas covered, a wide age range and differing lengths of service in the teaching workforce. Much of the feedback we received, however, can be distilled into four important themes:

1. Sharing the outcomes of CPD constitutes excellent CPD in itself. Learning together about what is effective and what might be transferable is vital, and organisations need to recognise and support this form of sharing.
2. Planning ahead for CPD is difficult for teachers in further education and skills. Schoolteachers and university lecturers can usually plan ahead, but our sector has to be more flexible and responsive, and many CPD needs emerge as the year progresses. What seems to be significant is that ad hoc, and in many cases self directed, professional development often has the most impact on teaching and learning.
3. In times of uncertainty, CPD to enhance a career profile and readiness for job changes or opportunities is vital. This sometimes means

accredited CPD (such as master's degrees) but also increasing breadth of experience in teaching and subject specialisms.

4. For maximum impact, it is important to involve learners in development activities. This deepens the relationship between the teacher or trainer and the learner and extends beyond surface evaluations to deep learning.

As part of its commitment to supporting members' CPD, IfL has created an online community for members to share ideas, resources and information with each other, and to discuss the issues that are important to their teaching and training practice and professional development.

It is clear from the exchanges between members posting comments on this forum that they find sharing details of their CPD useful and empowering, as these snippets show:

"I have found that I feel more confident about trying something new in the classroom if I know it has already worked with someone else."

"One of my colleagues from another teaching institution sends me her CPD via REFLECT [the online personal learning space that IfL gives members to plan, record and assess the impact of CPD on their practice]. Her CPD always motivates me and I feel encouraged to do more."

"I think it's a great idea to share CPD and to consider what actually constitutes this. What I have found to be really useful whilst in training sessions and what I feel has made a difference is when practitioners share ideas and resources and how they use these with different student groups."

"This can really impact on an individual's development by giving a more holistic insight into how to accommodate learners' needs and can help inform future practice."

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**“Continuing Professional Development is the bane of many teachers' lives”**

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One member described his happiness at being able to engage with other practitioners online:

"I have always found it difficult to share CPD in practice because historically the college timetable did not allow for informal meetings. I was sharing a particular classroom and desk arrangement with my other colleagues that could be described as 'hot desking' followed by 'hot rooming'.

"When taken in concert with having to recruit, enrol, and record outcomes for learners on a rolling Skills for Life programme, this led to minute glimpses of genius being flittered away in the corridors of learning ... Thank you for letting me join this forum; hope my contributions help."

Teaching methods are continually being reviewed to reflect technological developments and changes in demand from employers.

Recent innovations include, for example, the increasing use of the Apple iPad for group work in sessions; creating YouTube films for presentations; using coloured cards for students to indicate their levels of understanding, so that the teacher gets instant and nuanced feedback from learners to see where more reinforcement of learning is needed; and other methods of assessment for learning based on robust research evidence of teaching that works and is suited to the context of FE and skills.

IfL is working with other sector agencies, including the Learning and Skills Improvement Service (LSIS), JISC and others, to ensure that teachers and trainers in further education and skills have access to CPD that helps them stay up to date in teaching methods and technological innovations, for the benefit of their learners.

IfL members are also likely to belong to the professional bodies representing their specialist subject or vocational area, and we are keen to encourage their commitment to staying up to date in their chosen specialism, as well as in teaching and training.

Their dual professionalism is a distinguishing factor for teachers and trainers in our sector, and the reason why they are vital to this country's economy at a time when teaching essential skills to young and adult learners alike has never been more important.

IfL's approach to CPD sampling for 2011/12 has involved increasing the opportunities for collaborative reflection across the country, generating great energy, critical review and creativity for the very best CPD.

This is an important role of the professional body for teachers and trainers in our sector.

IfL's next report on CPD will be published in December 2011, and will be available online at [www.ifl.ac.uk](http://www.ifl.ac.uk).

You can download previous CPD annual reports from IfL's website:

- 2008-09 IfL review of CPD – Making a difference for teachers, trainers and learners
- 2009-10 IfL review of CPD – Excellence in professional development: looking back, looking forward

*Dr Jean Kelly is the  
Director of Professional Development at the IfL*



## FE Week Agitator

# Stop lecturing me and play fair



It was billed as the “biggest strike for over 30 years” with schools, colleges, universities, hospitals, courts, transport, immigration and government all hit by a walkout involving up to two million workers.

I’m old enough to remember the ‘Winter of Discontent’ and the strikes of the 80s and I am struggling to recall what industrial action has actually achieved. Even the Jarrow March in 1936 failed to achieve anything, other than notoriety.

“They’ve walked out on students to celebrate ‘today’s success with Cuban rum and UCU comrades in the Casa Bar’ ”

When the Jarrow crusaders finished their march, very little was done for them. The ship industries stayed closed and the marchers were given £1 each to get the train back home, from London.

As I watched the march, the big screen on Embankment, the rousing music, the passionate (and not so passionate) speakers, placards donning ‘iron fist’ emblems, the anarchists that aren’t there to support anyone, copies of Socialist Worker strewn across the road, I felt depressed.

It felt like 1984; George Orwell’s 1984 and of

course the 1984/85 national miners’ strike. Thirty years ago the teachers disrupted my secondary education; the miners disrupted my community and health professionals affected waiting lists, which disrupted my father’s care when he had his first heart attack.

Strikes do not sit well with me.

Public sector workers believe their actions are valid (even when they’ve walked out on students to celebrate “today’s success with Cuban rum and UCU comrades in the Casa Bar” as @UCUFENorthWest tweeted).

They are protesting over reforms that unions say will force them to work for longer before they can retire, and pay more for pensions, which will be worth less. They expect that pay freezes and capped wages are going to be very widespread.

According to The Guardian, the government spends more than £26billion a year on public sector pensions and the government says this is not sustainable.

Strikes have rules, ballots, negotiations and majorities, but the rules seem to bend at will.

The government, from what I can see is trying to negotiate, so how can a strike be valid when negotiations are still ongoing? It’s been said before, but let Agitator say it again... striking during negotiation is not playing by the rules, so don’t lecture me on fair play.

This strike, and the others that ensue will cost us dearly. Obviously they will cost us

financially, the chancellor said; “The strike is not going to achieve anything. It’s not going to change anything.”

Strikes do nothing to enhance the reputation of the education sector, even striking lecturers will agree their actions reduce the quality of the student experience, if I were a student, I’d call that stealing.

“Strikes have rules, ballots, negotiations and majorities, but the rules seem to bend at will”

And, internationally, our reputation is plummeting: why would international students pay thousands to study at a strike-ridden college, or university? It’s rip off Britain all over again.

Private training providers could have the advantage here, where college staff are concerned about the picket line, employers are concerned with their bottom line, and strikes

don’t tend to endear customer loyalty.

Employer led? Learner focused? These are just phrases in your prospectus... they don’t mean anything if your college closed.

If I was a private training provider, I’d be selling my training on “uninterrupted service”, a guarantee that colleges, with their unionised staff cannot offer with a straight face.

Although a straight face isn’t something that strikers tend to worry about, they take a day off, screw up your life, and then complain and berate others that are trying to rise to the occasion.

This is the 21st century; our working lives and the demands on our society have changed enormously in the last 30 years. So, why, in this day and age, are the unions using the same methods?

We have moved on and so should they, and preferably without shouting, “Scab” as they do so.

And, anyway, as any hematologist would tell you, scabs save lives!

## TRIBAL

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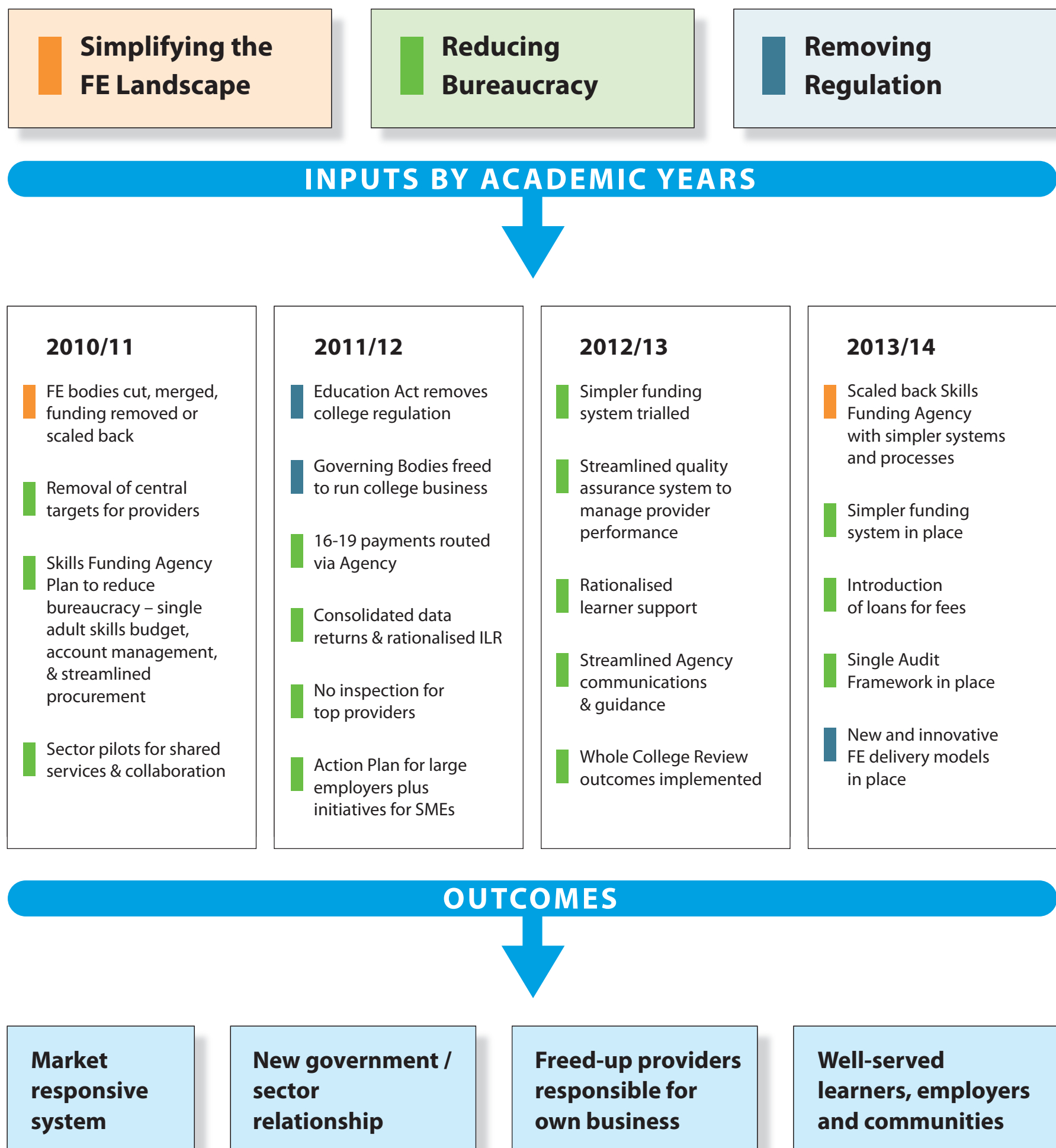


# *FE Week gets technical*

*FE Week* brings you, on one handy **pull-out**, the 'Road Map' from BIS' response to their FE reform consultation

Source: Further Education and Skills Reform Plan: Building a World Class Skills System, BIS December 2011

## Freedom and Flexibility - Road Map



**A DYNAMIC AND DEREGULATED SECTOR BY 2015**



# BIS Investment Statement 2011 - 2014

Source: Skills Investment Statement 2011-2014: Investing in a World Class Skills System, BIS December 2011

The table below sets out the level of government funding for the 2012/13 and 2013/14 Academic Years reflecting the statutory entitlement changes taken through Parliament as part of the Education Act 2011. Where Government is fully funding a programme, colleges and training organisations should not charge student fees.



Programme	Student	2012/13 Academic Year	2013/14 Academic Year
Adults in receipt of JSA/ESA (in the Work Related Activity Group) where skills training will help them into work	Adults aged 19+	Full Funding	Full Funding
Adults on wider benefits where skills training will help them into work	Adults aged 19+	Full Funding	Full Funding
English and Maths basic skills (including GCSE English and Maths qualifications and forthcoming stand-alone units)	Adults aged 19+	Full Funding	Full Funding
Students undertaking a first full Level 2 Students undertaking Foundation Learning (pre-Level 2) to progress to Level 2 or above	Adults aged 19 up to 24	Full Funding	Full Funding
Students who are not fully funded undertaking Level 2 qualifications delivered in the classroom, or in the workplace if delivered for an SME	Adults aged 19+	Co-Funding	Co-Funding
Students undertaking a first full Level 3 qualification	Adults aged 19 up to 25	Full Funding	Full Funding up to age 24
Students who are not fully funded undertaking Level 3 or higher qualifications delivered in the classroom	Adults aged 19+	Co-Funding	Co-Funding up to age 24 Access to FE Loans for 24+ including unemployed and employed Apprentices
Level 2 Intermediate Apprenticeship	Apprenticeships aged 19+	Co-Funding	Co-Funding
Level 3 Advanced Apprenticeship	Apprenticeships aged 19+	Co-Funding	Co-Funding up to age 24

Notes

		Baseline 2011-12 £000s	Budget 2012-13 £000s	Indicative Budget 2013-14 £000s
1	Adult Skills Budget	2,834,542	2,699,009	2,497,346
2	of which minimum expectation for apprenticeships	644,000	698,000	726,000
3	Offender Learning and Skills Service	133,600	131,800	130,400
4	Adult Safeguarded Learning	210,747	210,747	210,747
	<b>TOTAL: Teaching and Learning</b>	<b>3,178,889</b>	<b>3,041,556</b>	<b>2,838,494</b>
5	Learner Support	151,398	163,768	176,800
6	Information Advice and Guidance	81,016	84,438	86,468
	<b>TOTAL: Student /Learner Support</b>	<b>232,414</b>	<b>248,206</b>	<b>263,269</b>
7	<b>Skills Infrastructure</b>	<b>61,922</b>	<b>71,446</b>	<b>55,161</b>
	<b>TOTAL: Skills Funding Agency Programme Budget</b>	<b>3,473,225</b>	<b>3,361,209</b>	<b>3,156,923</b>
8	Capital Grants	304,724	278,658	224,871
	<b>TOTAL: Skills Funding Agency</b>	<b>3,777,949</b>	<b>3,639,867</b>	<b>3,381,794</b>
9	<b>Funding Available to Support the FE and Skills Sector</b>	<b>145,975</b>	<b>155,937</b>	<b>154,382</b>
10	<b>Government funding available for Further Education Loans</b>	-	-	<b>129,000</b>
	<b>GRAND TOTAL</b>	<b>3,923,925</b>	<b>3,795,804</b>	<b>3,665,176</b>

- 1 This supports nearly 2.5 million students. The funding delivers our entitlements: Formal First Step, the Growth and Innovation Fund, and an amount to be transferred to the YPLA for 19-25 learners with learning difficulties and/or disabilities. The sector should focus at least £100m on SMEs.
- 2 The 2013-14 FY expectation includes £42m of funding which is available for FE loans. The Government is committed to raising investment in Apprenticeships, whilst continually working to improve quality. Priorities for the Apprenticeship programme were announced in November 2011 as part of the Growth Review and the Youth Contract.
- 3 This provides vocational and employability skills programmes for offenders in custody.
- 4 More than 680,000 adults currently access a national programme of occupational courses enabled through local FE colleges, Local Authorities, the voluntary sector and a range of other training organisations.
- 5 In support of our simplification agenda, there will be no ring-fencing for the individual elements of this budget, giving providers the discretion to distribute the available funding to best meet the needs of their learners. We will continue to invest in Professional and Career Development Loans, enabling adults to re-train or up-skill to improve their employability and career prospects. For the 2012/13 AY we will continue to provide Dance and Drama Awards.
- 6 This funding includes the National Careers Service and UK Online.
- 7 This funding includes the Learning and Skills Improvement Service which drives up quality. It also supports the Apprenticeship vacancy system, Ambassador Network and the promotion and development of the Apprenticeship Programme. National Skills Academies will also receive £6m in the 2012-13 FY and £9m in the 2013-14 FY.
- 8 This investment will provide funding to improve the college estate, including satisfying urgent legal requirements and achieving running cost efficiencies.
- 9 This includes funding for a range of programmes not routed through the Skills Funding Agency including the UK Commission for Employment and Skills. Funding available to support the sector was reduced by 46% as part of the 2010 Spending Review. For the 2012-13 FY there will continue to be £21.5m of investment available to Unionlearn enabling it to continue to support Government, business and trade unions working collegiately.
- 10 £42m of the £129m available will be utilised in the 2013-14 FY on Apprenticeships for adults aged 19 and over.



# FE Week campus round-up

## Royal visit for East Surrey College students



Flag waving youngsters heralded the arrival of The Queen and The Duke of Edinburgh as they opened a new college campus.

Locals gathered and lined the streets of Redhill and Merstham for the arrival of the pair, who visited East Surrey College (ESC) to unveil a plaque at Gatton Point.

They were greeted by children from Furzefield Primary School and officially welcomed by Sarah Goad, Lord Lieutenant of Surrey.

Inside the new college campus, The Queen and The Duke of Edinburgh were introduced to students, staff, members of the new build project team and partners of the college before embarking on a small private lunch with local dignitaries.

Laura Selby, Student Union President at ESC, said: "It was such an honour to be part of this day. I was on the same table as the Queen for lunch

and it was top class - the lunch was really good.

"The atmosphere was fantastic, everyone was really chatty, talking about the college - the Queen spoke to everyone on the table - it was like a little community."

As part of the two and three quarter hour visit the couple continued with a tour of the state-of-the-art facilities, meeting students from various departments along the way.

Jayne Dickinson, the acting principal and CE of East Surrey College said: "It really was an outstanding day and truly memorable for the college and all our guests.

"What stood out for me was how engaged both the Queen and Duke were with the students, they showed so much interest in what they were doing and their plans for the future.

"I am so proud of the students and the staff, they did a fantastic job of showing what makes vocational courses at the college stand out."



## South Thames College hosts speed modelling competition for young video game developers

Gaming enthusiasts were put through their paces in a virtual competition.

South Thames College hosted a Speed Modelling Competition as part of the WorldSkills UK series.

It was developed by a panel of London colleges and experts in the field, with students competing to create a 3D computer generated model in one of the college's new computer suites.

Games development lecturer Mike Spence said: "We've been keen to run a competition with WorldSkills for a while so we took the initiative to get one going.

"South Thames College is an ideal venue to host the competition because we have state of the

art learning facilities and specialist computer aided design technology to give young people exceptional skills in this area."

Judges included experts Charles Burt, from Colossal Games, and Darren White, the lead visual artist on top racing game Need for Speed, who works at Slightly Mad Studios; a multi-award winning video game company.

Prizes included WorldSkills UK medals and exposure in the industry.

Charles Burt, from Colossal Games, said: "South Thames College provides their students with the essential building blocks needed to start a career in the games industry or to further their education at university."



## Weston College lecturer is a cut above the rest

A college lecturer who turns his hand as a top skateboarder has opened his own barbers.

Ben Smart launched Smart Barbers in Lower Queen Road, Clevedon, and lectures barbering to students part-time at Weston College in the evening.

The barbers also features a professional skateboard stockist.

The 33-year-old of The Barrows in Locking Castle, Weston, said: "I enjoy lecturing and I've

wanted to be my own boss for a long time.

"I've also skateboarded since I was eight so decided to open a barbers that stocks skateboards - although these customers rarely want their hair cut."

Ben caters for customers of all ages and styles. He specialises in creating tramlines and tribal patterns into hair.

Working alongside him are Talla Hewitson and Jan Santoro who have worked in gents barbers for several years.



## Lord-Lieutenant Dame Mary Fagan opens new library at Barton Peveril College

The Lord-Lieutenant of Hampshire, Dame Mary Fagan, spent an afternoon in the company of sixth form students when she officially opened a library.

The Glyn Library at Barton Peveril College, in Eastleigh, accommodates 255 students and has twice as many PCs as the former building. Since it opened at the start of the academic year, student usage is up 69 per cent on the same period in 2010.

After touring the college in the company of student ambassadors Emma Gamblin and Sam Saunders, Dame Mary unveiled a plaque commemorating her visit and naming the library in honour of Godfrey Glyn OBE, principal at Barton Peveril from 1996 to 2008.

Congratulating the college on its good financial housekeeping and new facilities, Dame Mary said: "Education is a partnership between

teachers, students, governors and parents and when that is working right then everything is a great success.

"I am incredibly impressed by what I have seen here today. Education is something that can never be taken away from people...it is so very important."

The entire library refurbishment project, which cost just under £500,000, was financed from college reserves without government grants. The original library was built in the 1990s with funds from Hampshire County Council.

Principal Jonathan Prest said: "Barton Peveril is a distinctive environment where modern buildings reflect a modern outlook.

"The Glyn Library has a fundamental role to play in helping students learn how to study independently and I'm delighted Dame Mary has seen it in action."



## Students at Chesterfield College learn to buckle up with graphic road safety display



Students were shown the harsh realities of the roads in a hard hitting safety campaign.

Chesterfield College bore witness to the dramatic events as part of the Dying2Drive campaign, co-ordinated by the Derbyshire Fire and Rescue Service.

The college's own Uniformed Public Services students also played a part in the event, marshalling the 'collision' so crowds were kept at a safe distance, making sure the emergency services had full access to the scene and even

playing the part of the casualties.

The event's aim was to raise awareness in young drivers of the results of not wearing a seatbelt, dangerous driving, modifying vehicles and drunk driving.

Community safety officer Victoria Sparkes said: "At that age no-one thinks that it will happen to them. Our workshop works with young people and helps them to understand why certain behaviours and actions are dangerous to them and others."



## City of Bath College students in business

Three IT students from City of Bath College have designed a website for a new high profile city-based business organisation.

The talented trio designed and built the website from scratch after being approached by the newly formed Bath and North East Somerset Entrepreneurs' Club. Ben Sanger-Davies, Tristan Welch and Toby Barrett are studying a Foundation Degree in Computing.

Tristan (21), from Bath, said: "It's been challenging but we've enjoyed it and are now looking forward to seeing the website go live."

Toby (20), from Tetbury, added: "It's given us the real world experience of working with clients and the demands of taking on such a big project."

Angela Ladd, chair of Bath Small Business Focus, said: "We are absolutely delighted that the three students were willing to undertake our project and demonstrate their outstanding skills to the business community."

## App-ortunity for Priestley College students



Talented designers were given a unique opportunity to taste industry life after teaming up with a creative agency.

The teenage Graphic Design students at Priestley College have been tackling a subject close to most of their hearts after being set the challenge of developing a number of assets for use in an "app" that will play on a popular range of Apple products.

Peter Caddock, from Studio Liddell, set

the students cracking on the task in hand instructing them to research, plan, design and develop such assets connected with the theme of popular nursery rhymes.

Paul McConnell, assistant curriculum manager for Art and Design, said: "It is always pleasing for our students to work with industry experts and we have long been very grateful for the support and guidance offered by Studio Liddell."



## Prime Minister bowled over by kindness of charitable Myerscough College student

College student Callum Flynn met Prime Minister David Cameron after being named Britain's Kindest Kid.

The Myerscough College student topped a public vote in the national TV competition run by the Charities Aid Foundation and 5 News.

Callum (16), from Leigh, in Lancashire, received the news of his win during a surprise presentation at Myerscough College.

He was presented with the Kindest Kid trophy to recognise his achievement and won £1,000 and £1,000 to give to a charity of his choice.

Callum has decided to award the prize money to the Bone Cancer Research Trust (BCRT), the charity he has campaigned for over the past two years. Since beating bone cancer at the age of 14, Callum has raised nearly £15,000 for BCRT.

A talented cricketer from an early age, Callum underwent aggressive knee replacement surgery to remove the bone cancer from his right leg.

Fearing he would not walk again, Callum's dream of playing cricket at a professional level was all but over. Now, two years on, Callum plays cricket with a titanium knee, and received a historic call up to play for the England Physical Disability Cricket Team.

He said: "I still can't believe I've won. Hopefully by winning this award, it will help raise more awareness of the charity's work and about this rare form of the disease."

"I want to thank everyone who took the time to vote for me and for supporting me over the past weeks."

## Catwalk collection at Newham College



A new exhibition at Newham College's museum gives the public a behind-the-scenes snap-shot into working on fashion shows.

The exhibition, Catwalk to Cover, is at the Fashion and Textile Museum, in Bermondsey Street, near London Bridge, until February 25.

More than 100 photographs by Britain's leading catwalk photographers and clothes from leading fashion houses reveal the creativity and chaos at the heart of the fashion show.

Highlights include key moments from the shows of Chanel, Vivienne Westwood, Alexander McQueen, Louis Vuitton and Marc Jacobs.

Celebrities also make appearances including Scarlet Johansson and Florence Welch.

Head of the museum Celia Joicey said: "The work of catwalk photographers provides a fascinating cross-spectrum of creative, innovative and British approaches to documenting the world's most celebrated shows."



## CAMS achieves ACCA Gold Status

The College of Accountancy of Management Studies (CAMS) has been confirmed an ACCA Gold Approved Learning Partner for student tuition. Approvals are granted only to high-quality tuition providers that ACCA is confident to recommend to students. This is in addition to CAMS being a licensed ACCA computer-based-exam (CBE) centre.

In order to be granted Gold status the college had to fulfill a set of rigorous criteria set by ACCA.

These were designed to demonstrate that CAMS meets the challenging performance targets, representing global best practice in the provision of ACCA course tuition, delivery, management and support.

Ruth Jenkins, CAMS ACCA Course Leader and tutor said: "We look forward to working closely with ACCA and helping more and more students to achieve their career ambitions."



## FE Week events...

# Colleges close as lecturers walkout over pension dispute

Nick Summers

@summersnicholas

Lecturers across the country went on strike as part of the industrial action against pension cuts.

A number of further education (FE) colleges closed due to the extent of the walkout, while others stayed open but experienced disruptions to their daily schedules.

The action took place on Wednesday as part of a nationwide public service strike, which saw up to two million workers in sectors including education and health walkout.

Despite the college closures, principals remained adamant that no teaching hours would be lost.

Peter Mayhew-Smith, principal of Kingston College, said: "With almost all of our site and security teams planning to strike, we cannot open all the college sites safely.

"Instead, we will replace all lost hours during the rest of the year so that no student loses any of their learning."

Teachers and staff at Greenwich Community College picketed outside of the campus' main entrance before joining a joint union rally at General Gordon Square. Claire Miller, a lecturer and community development worker at Greenwich Community College, said: "It's not as if our current salaries and our current pensions are excessive.

"The myths that are being put out by the government are a travesty for those of us that are working here."

She added: "In June, the bankers said in justification of maintaining their high levels of both income and bonus that if you didn't pay what bankers were due, you wouldn't get the same quality of banking - and banking would collapse.

"It begs the question, why different for teaching and public services? Why should that be any different?"

Mary Bottomley, another lecturer at the college, said the government needed to show more "good faith" to the public sector.

"I think they have to face the reality that lots of people are feeling angry, disgruntled, and worried," she said.

"We're not asking for a silver handshake, a golden handshake or anything like that. It was done in good faith and we want that good faith reciprocated."

The picket line was just one of more than one hundred demonstrations taking place up and down the country. The epicentre of the industrial action took place in the capital, where thousands of concerned public workers marched from Lincoln Inn Fields, near Holborn, to a rally in Victoria Embankment. Walter Valentine, a lecturer at Cambridge Regional College and member of the Association of Teachers and Lecturers (ATL), said: "The government is

deliberately provoking some sort of reaction because they want to try and use some of the money from the pensions pot to offset some of the deficit.

"The problem has been that we've been given no alternative - the government has refused to negotiate and they've already imposed changes on the pension scheme without negotiation."

Under government proposals, pension contributions from lecturers in the FE sector will increase from 6.4 per cent to up to 9.8 per cent by 2015.

Lecturers earning less than £15,000 are said to be excluded from the contribution increases.

Sally Hunt, general secretary of the University and College Union (UCU), has been involved in recent negotiations with government.

She said: "What is very clear is that there is not good communications, and not agreed figures between those who are negotiating with us and the Treasury.

"We have been going in there with good faith, and I have got no issue with the civil servants that we are dealing with, but those civil servants have no mandate to extend or change the amounts of money we are talking about, at which point we are simply talking about moving around different figures to mitigate cuts in different places."

Public sector pensions have already been switched so that each year they now rise in line with the Consumer Price Index (CPI) measure of inflation, rather than the Retail Price Index (RPI).

The Independent Public Service Pensions Commission, led by Lord Hutton, has said the change will cut the value of public sector pensions by roughly 15 per cent.

Additional proposals include increasing the retirement age to 66 by 2020 and up to 68 by 2046.

Mr Valentine said: "They've already announced that we'll be working longer, moving from 66 to 68 years of age.

"As one colleague joked at a committee, 'I started my primary school teaching taking children to the toilet, and I just feel that by the time I'm 68 they'll be taking me to the toilet!'"

Michael Gove, secretary of state for education, called on teachers to "think again" about taking part in the industrial action during a speech at the think tank Policy Exchange.

He said: "Union leaders are people that work hard for their members, and who I respect.

"But there are also hard liners. Militants, itching for a fight. They want families to be inconvenienced. They want mothers to give up a day's work, or pay for expensive childcare, because schools will be closed. They want teachers and other public sector workers to lose a day's pay in the run up to Christmas."

Mr Gove added: "These people want scenes of industrial strife on our TV screens, they want to make economic recovery harder; they want to provide a platform for confrontation, just when we all need to pull together.



"I want to appeal directly to teachers, and other public sector workers - please, even now, do think again."

Not every Union was supporting the strike action however. The Association of School and College Leaders (ASCL), representing 15,000 leaders of secondary schools and colleges, had 'different views' on how best to solve the dispute.

Brian Lightman, general secretary of ASCL, said: "ASCL members fully understand and share the anger of those teachers who have reluctantly decided to take industrial action.

"While we have different views on the best way to resolve the dispute, all the unions are united in opposition to the severity of the proposed changes to pensions and have been working with one voice to influence negotiations."

Mr Lightman added: "Negotiations are at a highly critical stage but there is reason to believe that with a constructive approach and goodwill from all parties we can reach a successful outcome. The government must show that it is serious about reaching a compromise."

Voice, a union for education professionals,

strives on its cardinal rule that "members shall not go on strike in any circumstances."

Philip Parkin, the general secretary of Voice, said: "Voice members do not undertake industrial action because we believe it to be ineffective, negative and damaging, both to the cause of those taking it and to the interests of children, students and their parents.

"Those whose lives are disrupted by strike action are not those responsible for making decisions on public sector pensions."

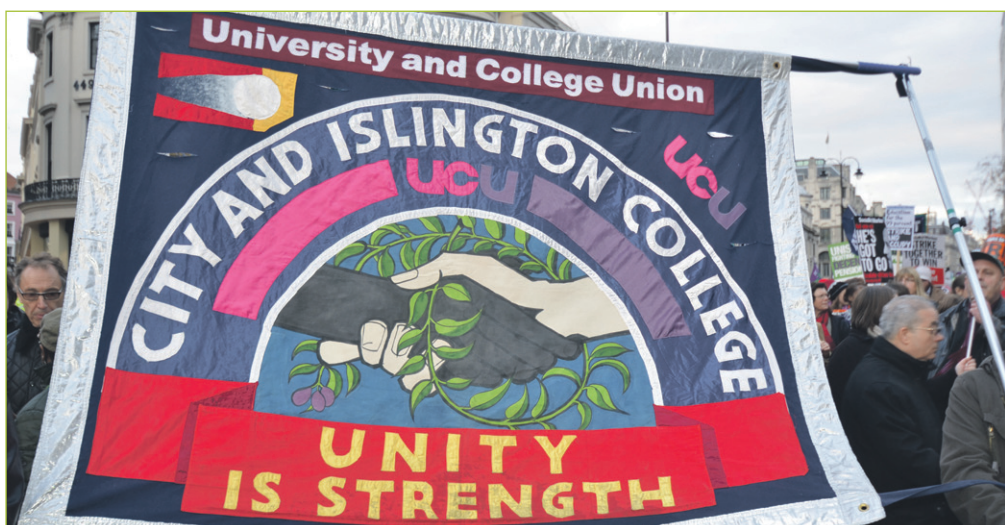
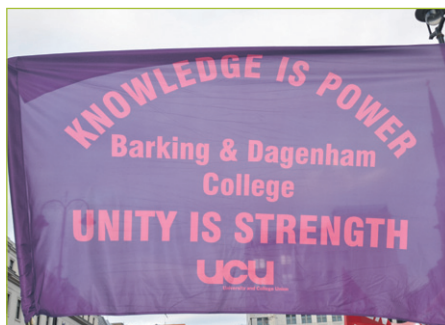
Unions will continue to negotiate with the government in the run up to Christmas.

Sally Hunt said the unions would continue to push "as far as is necessary" to try and change the proposals.

"If I was them, I would think very hard about being as stubborn as they are being because I think they're losing credibility throughout the sector at the moment every time they open their mouth," she said.

"People are not greedy, and people are not selfish, and people want to see a resolution to this."





Strikers from colleges brought some bright and beautiful banners to the march

Arriving at the end of the march on Embankment in London

Pictures by Nick Linford



A huge inflatable vice was carried by NUT members



Some banners were more inventive than others



Nick Summers speaks to Mary Bottomley at Greenwich Community College



Protesters from London's Occupy movement join forces with Union strikers on the day





## Leadership Services **Associates**

The Skills Network is looking for high quality associates and qualified sector specialists to join our new Q.L.A Team.

We are seeking outstanding individuals with a proven track record in the FE sector with high levels of expertise in one of the following:

- **Curriculum**
- **Quality**
- **Finance**
- **Management Information Systems**
- **Teaching and learning**
- **Inspection**
- **Funding**
- **Human Resources**

Associates must be able to provide expert strategic guidance and operational support along with quality improvement solutions and delivery for our partner colleges.

To apply please send your CV for the attention of Jev Bhalla at The Skills Network, Abbey Court, 16 Benedict Drive, Selby, YO8 8RY or email [Jev.Bhalla@theskillsnetwork.co.uk](mailto:Jev.Bhalla@theskillsnetwork.co.uk) Alternatively call us on 01757 210522.

QLA is a division of The Skills Network

## The College of Haringey, Enfield and North East London

is a dynamic College, serving its local community and beyond. With over 20,000 students and two main centres, the College is central to work and study in Enfield and Haringey.

The College of  
Haringey, Enfield  
and North East London

## Director of Human Resources

Full-time, Permanent - Ref: 11/24  
Salary range £66,528 - £72,426 pa  
30 days annual leave

Closing date: Monday 19 December 2011  
Interviews: Wednesday 11 January 2012

We have a £45m turnover and we employ 650 staff. The role is part of the Senior Management Group and requires an individual with a proven track record in operational and strategic HR management. You will have the ability to work on your own initiative, work under pressure and meet challenging deadlines and targets. You will be responsible for delivering an innovative and responsive Human Resource strategy for the College, and you will have sound evidence of leadership success with the ability to motivate others. Experience within the education sector is desirable, but not essential.

For further information visit [www.conel.ac.uk/staff/vacancies](http://www.conel.ac.uk/staff/vacancies)

Email [recruitment@staff.conel.ac.uk](mailto:recruitment@staff.conel.ac.uk) Tel 020 8442 3045 (answerphone)

Our students are award-winning, our provision and facilities are highly rated, our finances are strong and we have the passion to transform lives. We offer the best possible experience to our learners, employers and staff alike. Join us!

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Lsect  
Learning & skills ~ events,  
consultancy and training



## Office Manager

**25 - 35k (DOE)**

Reporting directly to the Managing Director of a small but rapidly growing business (10 staff), this person would be responsible for day-to-day office management, including staff and financial administration.

Please send a copy of your CV to [jobs@lsect.com](mailto:jobs@lsect.com) by **December 9th 2011**

## Advertising Sales Executive

**22-25k plus commission (DOE)**

You will be responsible for all recruitment ads, setting yield and revenue targets and creating new advertising opportunities for clients. You will be selling direct to clients but will also be sourcing business opportunities through advertising and recruitment agencies.

Please send a copy of your CV to [gemma.ryder@feweek.co.uk](mailto:gemma.ryder@feweek.co.uk) by **December 9th 2011**

Go to [www.feweek.co.uk/index.php/jobs/](http://www.feweek.co.uk/index.php/jobs/) for more

## Vice Principal: Quality Assurance & Improvement

Up to £70k



Your opportunity to play a key role in the senior leadership team of one of the largest and most exciting colleges.

Leeds City College is a highly successful business with over 2,000 employees, 50,000 students, and an annual turnover of over £90m. Delivery is via a number of major campuses across both Leeds and Keighley. The College has ambitious plans for realising future growth and outstanding quality.

We are currently seeking to recruit an outstanding individual with a proven track record in devising and implementing Quality Assurance systems, procedures and processes that deliver improvements in both student success rates and business service standards.

The College has aspirations to be exceptional and we need an experienced individual who will be relentless in the pursuit of excellence.

For further details and to apply please visit the College's website at [www.leedscitycollege.ac.uk/jobs](http://www.leedscitycollege.ac.uk/jobs) or contact the HR Department :

t: 0113 308 7900

e: [hr.operations@leedscitycollege.ac.uk](mailto:hr.operations@leedscitycollege.ac.uk)

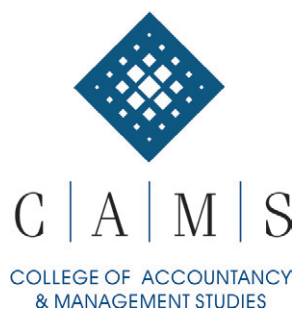
(applications by CV alone will not be accepted)

**Closing date for applications is Friday 9th December 2011**  
**Interviews will take place 5th and 6th January 2012.**

Leeds City College is committed to safeguarding children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. All successful applicants are, therefore, required to complete an enhanced criminal records disclosure.

All applicants will be treated fairly irrespective of race, disability, sexual orientation, religion or belief or age. The College actively welcomes applications from all sectors of the community.

## New openings at the College of Accountancy and Management Studies



### Lecturer/Senior Lecturer Business and Management

### Lecturer/Senior Lecturer Finance and Accounting

CAMS requires **Lecturers/Senior Lecturers** to teach on a variety of high level courses including HND, LCM, CTH and ACCA

Salary £27,000 to £36,000 (DOE)

### Marketing Communications & Sales Executive

Salary £21,000 to £25,000 +Sales Commission



Re-shaping Nottingham through excellence, employment and enterprise.

### Deputy Principal Delivery & Deputy Principal Resources c. £100k per annum

### Assistant Principals (3) - Enterprise, Quality & Corporate c. £69 - £75k per annum

### Director of Curriculum Innovation c. £61 to £67k per annum



We are in a period of exciting and progressive change and are looking to recruit an Executive team with the Vision, Talent and Passion to deliver a re-newed College Nottingham. We believe that ncn has the capacity to make a major contribution to transforming the future prospects of our City, County and Region and we seek to position ourselves at the heart of partnership strategies to deliver economic growth business formation and employment outcomes.

We are ambitious. We believe we can and must do more to impact positively on the lives and prosperity of local people. We will look to raise their aspirations and instil them with a new spirit of enterprise. We will also seek to enhance our support to local businesses and key employment and wealth creating sectors, providing the future skills they need to become more competitive.

Our **Deputy Principal Delivery** will lead and inspire a modern, employer responsive curriculum with a proven track record of sustained delivery of change and continuous improvement in a broad FE and HE setting. Excellent teaching and learning will be at the heart of all our delivery with employment and enterprise embedded throughout.

Our **Deputy Principal Resources** will provide leadership and drive to all our professional support services to deliver excellence - efficiently and effectively. The delivery of outstanding financial management and the ability to develop our Income Diversity are crucial to our investment strategy. Alongside this, the role will deliver innovative accommodation, ict and workforce development strategies to enable ncn to deliver its ambitions for extending employability and enterprise to our learners.

Our **Assistant Principal Enterprise** will co-ordinate our training and services offer for employers, and our transformation to an Entrepreneurial College. Through collaboration across all curriculum areas, the role will lead on Sales, Employer Training (inc Apprenticeships), Enterprise and International and will coordinate partnership delivery and employer forums at college and cluster level.

Our **Assistant Principal Quality** will drive quality improvement, promote equality and inclusion and ensure all our students and customers receive excellence in all our services. This role will have operational responsibility for all quality processes and will promote a culture of continuous improvement throughout and beyond the learner/customer journey.

Our **Assistant Principal Corporate** will lead our corporate research and intelligence (inc new opportunities and bidding), marketing and communications (inc thought leadership and success strategy) and community development including school partnerships. This role will support the Principal in the planning cycle leading to the College Strategic Plan.

Our **Director for Curriculum Innovation** will lead on cross-college curriculum strategies for enhancing our Teaching & Learning including E-learning, Learning Resources and excellent Tutorial and Enrichment Skills. Through collaboration with all curriculum areas, this crucial role will support the Deputy Principal Delivery in the review and refresh of our curriculum delivery to ensure an excellent, modern, employer responsive delivery with enterprise embedded throughout.

In all cases, the ability to lead, inspire, motivate and develop staff will be crucial to our ambitions. As will be the commitment and ability to collaborate effectively with internal and external partners.

**Please call Amarjit Basi, Principal and Chief Executive on 0115 9121994 for an informal discussion in the first instance regarding these exciting opportunities.**

The selection assessment dates for the posts are:

**Deputy Principal posts – 19 & 20 December**  
**Assistant Principal posts – early in the New Year**  
**Director of Curriculum Innovation – early in the New Year**

The closing date for these posts is midday on Friday 9th December.

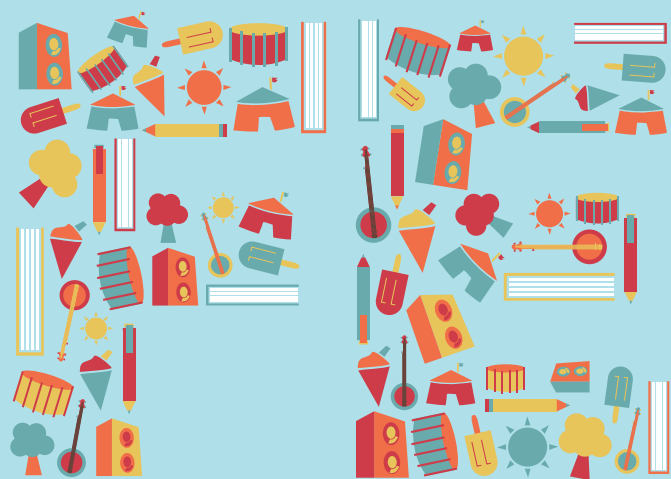


GAZELLE



Apply online at [www.ncn.ac.uk](http://www.ncn.ac.uk) or call 0115 911 3662 for an information pack





# WEEKEND

ON  
13-14  
JULY  
2012  
AT  
MORLEY  
COLLEGE



FE Weekend is set to be the biggest event of the FE year. The event will take place over a Friday and a Saturday in central London with speakers, workshops and entertainment.

To express an interest in attending, exhibiting and/or speaking at the event go to: [www.surveymonkey.com/s/feweekend](http://www.surveymonkey.com/s/feweekend)



## FE Week Sudoku challenge

2		5	7					
		1			9		6	
			4	3				5
6				4				7
5	4		3		7		1	8
7				2				3
3				1	4			
	2		5			4		
					6	8		9

Difficulty:  
**MEDIUM**

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

7		2	3			1		
				8				
5			2			8	4	
			7				2	
		1				3		
	6				8			
	1	9			4			2
				9				
		8			1	4		3

Difficulty:  
**EXPERT**

## Last Week's solutions

6	3	9	7	1	5	8	4	2
1	4	5	3	2	8	7	9	6
8	7	2	6	4	9	3	5	1
5	8	1	9	7	6	2	3	4
7	6	4	5	3	2	1	8	9
9	2	3	1	8	4	5	6	7
4	5	7	8	9	1	6	2	3
3	9	8	2	6	7	4	1	5
2	1	6	4	5	3	9	7	8

Difficulty:  
**MEDIUM**

4	7	5	3	8	1	2	6	9
1	8	6	2	9	7	4	5	3
3	2	9	5	4	6	7	1	8
7	5	3	8	2	4	6	9	1
9	6	2	1	7	5	3	8	4
8	4	1	6	3	9	5	2	7
5	9	4	7	6	8	1	3	2
2	1	8	4	5	3	9	7	6
6	3	7	9	1	2	8	4	5

Difficulty:  
**EXPERT**

## FE Week mini-mascot

Follow the adventures of *FE Week's* biggest and smallest fan!



*"Mostly this week I have been trying to find a path-related pun"*

You can also follow our *FE Week* mini-mascot on Twitter @daniellinford